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ABSTRACT

This teacher's manual is part of an English as a Second Language Packet which aims to (1) demonstrate to participants the audiolingual approach to teaching language, (2) show participants the components of an audiolingual program, (3) convince participants of the effectiveness of the audiolingual method, (4) motivate participants to adapt the audio-lingual method to their own teaching, and (5) insure that participants will accept the philosophy and apply the techniques and processes of the audiolingual approach. The manual contains pre- and post-tests, sample drills, examples of pronunciation tests, sample reading comprehensions, a summary of Robert Lado's language teaching principles, a glossary of useful terms, and a bibliography. Other components of the total Package are five slide-tape presentations and a 16 mm film showing an ESL class in session. (HW)

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ENGLISH AS A SECOND LANGUAGE MANUAL

by

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GOALS

E.S.L. Package

1. Demonstrate to participants the audio-lingual approach to teaching language.

2. Show participants the components of an audio-lingual program.

3. Convince participants of the effectiveness of the audio-lingual teaching method.

4. Motivate participants to adapt the audio-lingual method to their own teaching.

5. Participants will accept the philosophy, and apply the techniques and processes of the audio-lingual teaching approach.

BEHAVIORAL OBJECTIVES

The E.S.L. package will:

1.0 State the goals and objectives of the instructional package and enable the participant to know the direction intended so that:

1.1 Each participant will relate the instruction to his own teaching environment and to the specific needs of his target learners,

1.2 Each participant will view the instruction as a related whole,

1.3 Each participant will, upon completion, review the intents expressed and determine whether the instruction did accomplish its intent.

Measurement of the achievement of this objective will be based upon feedback obtained in the post-test indicating a knowledge of the components of the package, and on expression of the intended utilization of the learnings acquired.

2.0 Demonstrate effective and validated methods, techniques and content of audio-lingual instruction to participants so that:

2.1 Through involvement and practice in the audio-lingual method, participants will prove its effectiveness to themselves.

2.2 The participants will view the individual components of the package as related entities that can be used in isolation or as parts of a whole.

2.2.1 The shock language treatment is presented in order to sensitize participants to the difficulties involved in learning another language.

2.2.2 The instructional cycle is presented in order to inform participants of the steps necessary for program development.

2.2.3 The content unit will present the components of the audio-lingual method, demonstrate the steps and provide for practice in applying the acquired techniques.

2.2.4 Participants will receive instruction in developing lesson plans which will:

2.2.4.1 be responsive to learners' entry behavior,

2.2.4.2 consider appropriate content, methods and materials,

2.2.4.3 aid in the development of an evaluation program, and

2.2.4.4 facilitate teacher-learner communication.

2.2.5 The testing and evaluation will inform participants of the rationale for a testing and evaluation

program, the selection of measurement items relevant to objectives and learners, and the utilization of findings.

Measurement of achievement of this objective will be determined by observed feedback indicating involvement by participants, a knowledge of the components and their relatedness as revealed in the post-test, and an expressed intent of utilization of the learnings acquired as indicated in an open-ended evaluation in the post-test.

3.0 Result in a commitment by participants that the philosophy, process and content of the E.S.L. package will be incorporated into their own teaching styles.

3.1 Their experiences in the practice sessions will lead participants to accept and apply the audio-lingual approach to their own teaching.

3.2 The participants will be motivated to continue shaping their instructional approach toward the acquisition of perfect performances as stated and demonstrated by the instructional package.

3.3 The participants will demonstrate the new technology presented by the package in their own classroom.

Measurement of achievement of this objective will be determined by a longitudinal survey of participant techniques, methods and content made six months after the presentation.

4.0 Objectives of participants:

4.1 Each participant will learn the four steps of the audio-lingual teaching approach.

4.2 Each participant will utilize the learning cycle in developing lesson plans relevant to his learners.

4.3 Each participant will participate in audio-lingual teaching procedures in the teaching of sounds, pattern practice, vocabulary development and controlled conversation.

4.4 Each participant will develop a testing and evaluation concept in selecting test items relevant to learners and the objectives of the instruction, and in analysis and utilization of test results.

PRE-TEST

1. List the components of the Audio-Lingual method.

2. What is a minimal pair?

3. Give some examples.

4. What are cognate words?

5. List ten cognate words.

6. Name three ways of teaching vocabulary.

7. What is a backward build-up?

8. Name at least two difficult sounds for the native speaker of Spanish.

SIMPLE SUBSTITUTION DRILL

S: The lesson is interesting.

R: The lesson is interesting.

S: important.

R: The lesson is important.

S: necessary.

R: The lesson is necessary.

S: good.

R: The lesson is good.

SIMPLE SUBSTITUTION DRILL IN A VARIABLE POSITION

S: The lesson is interesting.

R: The lesson is interesting.

S: important.

R: The lesson is important.

S: class.

R: The class is important.

S: easy.

R: The class is easy.

MULTIPLE SUBSTITUTION DRILL

S: John is going to school.

R: John is going to school.

S: Mary - town.

R: Mary is going to town.

S: Mrs. Jones - church.

R: Mrs. Jones is going to church.

S: I didn't have any time.

R: I didn't have any time.

S: You - money.

R: You didn't have any money.

S: He - work.

R: He didn't have any work.

S: She - aspirins.

R: She didn't have any aspirins.

S: They - bread.

R: They didn't have any bread.

S: We - lunch.

R: We didn't have any lunch.

S: Mary - sandwiches.

R: Mary didn't have any sandwiches.

S: The teacher - books.

R: The teacher didn't have any books.

TRANSFORMATION OR CONVERSION DRILL

S: The men are working.

R: Are the men working?

S: We are studying English.

R: Are we studying English?

S: Mary and John are busy.

R: Are Mary and John busy?

S: They are eating lunch.

R: Are they eating lunch?

S: You are reading the lesson.

R: Are you reading the lesson?

S: I'm not busy now.

R: I'm not busy now.

S: he

R: He's not busy now.

S: last week.

R: He wasn't busy last week.

S: next week.

R: He isn't going to be busy next week.

S: now

R: He isn't busy now.

S: they.

R: They aren't busy now.

S: Mary.

R: Mary isn't busy now.

S: yesterday.

R: Mary wasn't busy yesterday.

S: you.

R: You weren't busy yesterday.

S: I.

R: I wasn't busy yesterday.

S: they.

R: They weren't busy yesterday.

S: Now.

R: They aren't busy now.

S: tomorrow.

R: They aren't going to be busy tomorrow.

S: we.

R: We aren't going to be busy tomorrow.

S: now.

R: We aren't busy now.

S: I.

R: I'm not busy now.

ADDITION DRILL

T: They play
L: They play

T: baseball
L: They play baseball.

T: at the park
L: They play baseball at the park.

T: in the afternoon
L: They play baseball at the park in the afternoon.

T: I must go
L: I must go

T: to the bank
L: I must go to the bank.

T: to cash a check
L: I must go to the bank to cash a check.

T: because I need money
L: I must go to the bank to cash a check because I need money.

T: to buy a new dress
L: I must go to the bank to cash a check because I need money to buy a new dress.

BACKWARD BUILD-UP

1. You are going away on your vacation very soon.

2. He is very busy preparing his English lesson.

3. We will need more chairs in this room next week.

4. John said that he will come to class tomorrow.

5. Mary and Paul have been doing their homework since eight o'clock.

6. They are going to the post office in order to buy some stamps.

7. He is going to answer all of her questions if he can.

8. He worked in the garden after he came home from work.

9. The teacher is explaining the word to the students.

10. Let's have a coffee break now.

EXAMPLES OF PRONUNCIATION TESTS
PHONETIC DISCRIMINATION (LISTENING)

INSTRUCTIONS: I will say pairs of words. If the vowel sound is the same in both words, write 'S' on your paper. If it is different, write 'D.' I'll repeat each pair of words twice. Let's practice first. Listen carefully:

Example:	head - bed	Answer
1.	said - led	1. S
2.	bed - bad	2. D
3.	would - wood	3. S
4.	fool - full	4. D
5.	bull - ball	5. D
6.	tall - call	6. S
7.	ton - tan	7. D
8.	should - would	8. S

INSTRUCTION: There is a list of words on your paper. I will say one of the words only. You will mark the word called out. I'll repeat the word twice. Please listen.

Teacher says: sat

Students mark: number 3

1. sit
2. set
3. sat
4. seat

Producing the Sounds:

The teacher will show the student a set of pictures, like a pen, a pin and a pan or a car, a card, a cart; one at a time and ask him what it is.

Listening Comprehension:

The teacher will say the sentence twice:

She turned the heat on in her room.

(She will say the three choices twice, too.)

a. She was hungry.
b. She was cold.
c. She was too warm.

The student will have to mark the answer he considers correct. (b)

When I have a toothache I go to see _____.

a. the pharmacist
b. the chemist
c. the dentist

The teacher repeats the sentence and the three choices twice.

The student will mark (c) his selection on his paper.

Picture Tests for Listening Comprehension:

The teacher will show a picture of a boy running after a dog (A) and a picture of a dog running after a boy (B).

The teacher will then say the sentence:

The boy is running after the dog.

A_____ B_____

The student will mark A.

True or False:

The teacher will show a picture.

The sun is shining brightly, two boys are walking past an empty bench, there is a man in a boat fishing.

The teacher will say sentences that relate to the picture like:

Key

1. The children are walking in the park. 1. ____
2. The dog is following them. 2. ____
3. It's raining. 3. ____
4. The man is fishing. 4. ____
5. The woman is sitting on the bench. 5. ____

The teacher will repeat each sentence twice.

The students will mark T or F.

Examples of Grammar Tests: (orally)

Teacher: 1. Tell them your name.

2. Tell him not to bother.

3. Ask her to have a seat.

4. Ask Joe how old he is.

5. Ask me where I live.

The teacher will ask some questions like:

1. Is Wednesday between Tuesday and Thursday?
2. Is the United States north of Canada?
3. Are dresses for men?
4. Does a car cost more than a bicycle?
5. Do most children like candy?

The student will be expected to use the short answer form.

The teacher will say the original sentence twice:

They work hard every day.

The student will have to say the sentence according to the time expression the teacher uses.

yesterday	They worked hard yesterday.
tomorrow	They are going to work hard tomorrow.
last week	They worked hard last week.
now	They are working hard now.

Reading Comprehension:

The teacher will read a short story first. Then the student will read it out loud. The teacher will ask questions relating to the story which the student will answer selecting from three or four possible answers.

A young man was one day invited to a wedding feast. He dressed himself carefully in his best clothes and set out to walk to the house where the wedding was to be held. He had not gone far when he came across a basket of five ripe pears which someone had carelessly left on the path.

"I mustn't eat anything now," said the man to himself, "or I won't enjoy the wedding feast." So he flung the pears into a muddy ditch and walked on. Soon he came to a river which he had to cross. The bridge, however, had been blown away in a storm. The river was deep and flowed swiftly, so that the man could not go any farther.

"No, I can't get across," he murmured. "I must go home."

Thinking of his lost feast, he turned sadly home again. He walked slowly along, looking for the ditch in which he had thrown the pears. Then he knelt down, and pulled them out one by one, wiped them on his handkerchief, and ate them thankfully.

"This is a lesson to me," he said, "never to spoil good food. Waste not, want not."

1. The young man was going (a) to a wedding (b) for a walk (c) to the market to buy fruit (d) to rebuild the broken bridge.

2. The basket of pears (a) was given (b) was found (c) was bought (d) was sold by the young man.

3. The young man did not want to eat the pears because (a) he did not want to soil his clothes (b) the pears were not fit to eat (c) he wanted to enjoy the wedding feast (d) the pears did not belong to him.

4. The young man did not swim across the river because (a) the river was very swift and deep (b) he did not know how to swim (c) he did not want to have his clothes wet (d) the water was muddy.

5. The young man did not go to the wedding because (a) he had not been invited (b) he could not get across the river (c) he was not dressed in his best clothes (d) he did not want to walk.

6. The lesson that the man learned was (a) don't eat pears (b) don't go to feasts (c) don't waste good food (d) don't be careless.

Give the student a bus timetable. Have him locate and give the information requested.

Q. When's the next bus to Los Angeles? Please!

A. There is a bus at 10:15 a.m.

Q. How much is the fare?

A. $12.65, please!

Written Tests:

Word Order. Statements and Questions.

long	wood	blue or gray	I
that	made of	sky,	at home
fifty	are	is	usually
road	pencils	usually	am
miles		the	weekend
is		?	every

Fill each blank with at, in or on.

Mr. Thompson had a toothache _____ September 30. He walked out of his house _____ 8:15 a.m. _____ the first day of October. He arrived at the dentist's office _____ 8:45.

Mr. Thompson's next visit to the dentist will be _____ November. He will go to the dentist's office again _____ the fifth of November, _____ 10:00 a.m.

Mr. Thompson's first visit to that dentist was _____ 1959. According to the dentist's records, Mr. Thompson was there _____ February 10, 1959, _____ four o'clock in the afternoon.

Principles of Language Teaching as outlined in:
"Language Teaching" Robert Lado

by

Dr. Carmen R. Timiraos

1. Speech before Writing. Teach listening and speaking first, reading and writing next. This is the basis for the audio-lingual approach to language teaching.

2. Basic Sentences. Have learners memorize basic sentences as accurately as possible.

3. Patterns as Habits. Establish the patterns as habits through practice.

4. Sound System for Use. Teach the sound system for use by demonstration, imitation, contrast and practice.

5. Vocabulary Control. Keep the vocabulary load to a minimum while the learner is mastering the sound system and the grammatical patterns. The vocabulary must be practical and useful and it should be taught in sentences, not in isolation.

6. Teaching the Problems. Special attention must be given to units and patterns that are structurally different from the first language. Units and patterns that are similar in both languages do not present a problem: a presentation in a meaningful situation will suffice for the transfer to take place.

7. Writing as Representation of Speech. Teach reading and writing as graphic representation of units and patterns already taught.

8. Graded Patterns. Teach the patterns gradually, in cumulative graded steps.

9. Language Practice versus Translation. Translation is not a substitute for language practice.

10. Realistic Language Standards. Teach the language as it is, not as it ought to be.

11. Practice. Teach language by practice not by explanation.

12. Shaping of Responses. New responses must be shaped through partial experiences and props.

13. Speed and Style. An acceptable language practice must end in a linguistically acceptable full experience.

14. Immediate Reinforcement. Let the learner know immediately when his response has been successful.

15. Attitude toward Target Culture. Impart an attitude of identification and understanding to the people and culture of the second language.

16. Content. A language is the most complete index to a culture. Teach the meaning content.

17. Learning as the Crucial Outcome. Teach primarily to produce learning rather than to please or entertain.

POST-TEST

1. List the components of the Audio-Lingual method.

2. What is a minimal pair?

3. Give some examples.

4. What are cognate words?

5. List ten cognate words.

6. Name three ways of teaching vocabulary.

7. What is a backward build-up?

8. Name at least two difficult sounds for the native speaker of Spanish.

POST-TEST ANSWERS

1. Sounds
   Vocabulary Development
   Sentence Patterns
   Controlled Dialogue

2. The smallest difference between two utterances.
   Two words that sound alike except for one phonemic difference.

3. bit - bet
   pit - pet
   lit - let
   bag - back
   lag - lack
   tag - tack

4. A word in one language which looks similar to and has the same meaning as a word in another language, e.g. (Spanish-English) nacional/national.

5. nation - nación
   emotion - emoción
   intonation - entonación
   important - importante
   sufficient - suficiente
   interesting - interesante
   alphabet - alfabeto
   captain - capitán
   general - general
   check - cheque

6. opposite words
   dramatization
   in context
   pictures
   real objects
   synonymous words

7. The teaching technique in which long sentences are divided from the end into small meaningful segments. This procedure makes it easier for students to hear and to repeat while maintaining the correct intonation.

8. sh, th, final consonants like d - t - k - g

GLOSSARY OF USEFUL TERMS

AUDIO-LINGUAL: A term used currently to indicate the "linguistic" approach to language learning--first by hearing, then by repeating.

BACKWARD BUILD-UP: The teaching technique in which long sentences are divided from the end into small meaningful segments. This procedure makes it easier for students to hear and to repeat while maintaining the correct intonation.

CHORAL REPETITION: The imitation of spoken material by an entire class or by a group speaking together.

COGNATE: A word in one language which looks similar to and has the same meaning as a word in another language, e.g. (Spanish-English) nacional/national. (Beware of false cognates; that is, words which look the same but have different meanings; e.g. (Italian) attualmente-at the present time; (English) actually-really.)

CONTENT WORDS: Words in the vocabulary that are used for things, actions, or qualities. (See FUNCTION WORDS)

CURRICULUM: The knowledge, information, skills, abilities, activities, materials, etc., which are included in the teaching of any subject.

CUE: A stimulus which is given to elicit a response. The cue may be a gesture, a picture, a word, a sentence, etc., which is used to call forth a desired response.

EVALUATION: Tests (oral, written, short answer, essay, etc.) and other measures (such as observation, experimentation) to ascertain results being achieved and progress being made toward objectives of language learning.

FUNCTION WORDS: Words which have no meaning by themselves but which are used in utterances to signal grammatical relationships, e.g., auxiliaries, and prepositions.

IDIOM: An expression whose total meaning cannot be derived from the meaning of each individual word within it; e.g., He laughed himself sick; I can't do without you.

MINIMAL PAIR: Two words that sound alike except for one phonemic difference; e.g., bag/back; sheep/ship; bit/pit.

MODEL: The perfect or near-perfect production of a sound, word, or utterance given by a teacher or a tape for imitation by students.

PATTERN: An arrangement of sounds or words which recurs systematically and which is meaningful.

PATTERN PRACTICE: Drills and activities in which the patterns of a language are learned to the point where students can repeat, alter, or respond to them habitually and fluently.

PROP: A real object (a flag, a flower, a piece of bread, a picture, a telephone) or any device used in teaching to simulate reality and to elicit student response.

SEGMENT: A syllable of a word, or a meaningful group of words in an utterance; e.g., mean/ing/ful; box/es; I went/ to the store.

STIMULUS: Any signal (manual, oral, visual) to which a person responds or reacts.

UNCONSCIOUS SELECTION: The habitual, fluent use of the correct sound, word form, or word arrangement in "free" communication.

UTTERANCE: A word, expression, or sentence said by a speaker which has meaning by itself and "before which and after which there was silence on his part."

VOICED SOUND: A sound made with the vocal cords vibrating, e.g., /b/, /d/.

VOICELESS SOUND: A sound made while the vocal cords are not vibrating, e.g., /p/, /t/.

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